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IMPORTING AWARENESS AND EXPORTING CULTURE? CHINESE EFL LEARNERS' BELIEFS ABOUT GLOBAL ENGLISHES AND ENGLISH LEARNING

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ABSTRACT

There is an intensified interest among researchers and practitioners toward English as lingua franca (ELF), World Englishes (WE) and Global Englishes (GE). However, beliefs about Standard English and the ideology of traditional English teaching are rarely studied in a GE context. The current study explores issues related to the student's language beliefs about Global Englishes, China English, Standard English, and English language education in mainland China. Both questionnaire and interview data are collected from students studying at a public university in mainland China. The results give prominence to the prevalence of the belief that English is a global language and that learners should be exposed to different varieties of the English language. Though Standard English grasps a dominant status in the learners' beliefs, high awareness of and a strong preference for China English are still indicated. The findings also reveal that the current exam-oriented English language teaching in China might impede the students from being competent English users.

Keywords: *learner beliefs, global Englishes, China English, ELT, standard English, mixed-method*

INTRODUCTION

As English extends its functions, it is now used as a global language, changing the sociolinguistic realities (Crystal, 2003). Nowadays, English has evolved into many varieties with distinctive features, which is reflected in the research and development of WE. More significantly, whether a person is bilingual, multilingual or monolingual, they would use ELF in international communication (Seidlhofer, 2011). English has been therefore used by its native and non-native speakers in diverse ways, leading to such a sociolinguistic phenomenon: GE (Galloway, 2013), where the language ideologies are in constant debate, the ownership of English is revisited, and norms are more diverse and flexible. Against such a backdrop, language learners and users might not always conform to the native speaker norms. Thus, the concepts of WE, ELF and GE have been challenging the traditional ideology of Standard English and English language teaching (ELT) approaches and philosophies.

It is asserted that the Standard English-oriented curriculum mismatches students' future needs, focusing on English communication with mainly non-native speakers (Rose, 2019). Cook (1999) argued that the eminence of the native speaker norms in traditional ELT had obscured the distinctive nature of qualified L2 users and set up an unattainable goal for English language learners. Fang and Ren (2018) suggested it

language learners. Fang and Ren (2018) suggested it would be better for language learners to put the focus of ELT on "the authentic use of English in international situations" (p. 385) instead of promoting a Standard English-oriented use of English. The notion of English as a global language impacts many aspects of language teaching. However, a tremendous scope remains to explore cases in the GE research field (Rose, 2019).

Bolton and Botha (2015) stated, "The effects of globalisation are particularly felt in Asian societies" (p. 207). In the era of GE, there is a growing discussion on the nativisation of English in China, that is, the emergence of China English (CE). Though the localised variety of English in China penetrates Chinese people's social and daily lives, the voice pertaining to CE and English education in China is rarely heard (He, 2015). Therefore, it is necessary to explore Chinese EFL learners' perceptions of CE and English education against the backdrop of globalisation to understand further how they position themselves in English learning. This way, further attention may be drawn to students' English learning needs, and further changes may be promoted in ELT practice. The research objectives of this study consist of: (1) to investigate Chinese EFL learners' awareness of Global Englishes; (2) to explore Chinese EFL learners' beliefs about Standard English; (3) to examine Chinese EFL learners' beliefs about China English; (4) to examine Chinese EFL learners' beliefs about English education in China.

Thus, this paper aims to provide answers to the following questions:

1. To what extent are Chinese learners of English aware of Global Englishes?
2. What beliefs do Chinese EFL learners hold about Standard English?
3. What perceptions do Chinese EFL learners have of China English?
4. What beliefs do the language learners hold about English education in mainland China?

LITERATURE REVIEW

Standard English Model and ELT in China

Even though English has been used as an international language in various spheres of human activities, in the realm of English education in non-English-speaking countries, English has still been taught as a foreign language. In China, English is mainly taught and learned in British English or American English conventionally as the pedagogical model for the English classroom, as the learners' proficiency in English is often oriented toward a monolingual native-speaker model in contemporary English proficiency tests (e.g., College English Test, IELTS, TOEFL) (Wang & Guan, 2020). For instance, the "College English Curriculum Requirements" (2007) in China requires students to produce "correct pronunciation and intonation" (p. 7) and "follow talks by people from English-speaking countries" (p. 13). However, as people from multilingual and multicultural backgrounds now use English in diverse contexts, communication in English thus emphasises the employment of multilingual resources to achieve mutual understanding (Jenkins, 2012). In this instance, intelligibility among English users becomes more essential than conformity to native English norms. The traditional learning targets are also argued not to meet students' needs for communication. For example, more than half of students (53.7%) in Pan and Block's (2011) study expressed that English education in China did not meet their expectations, appealing for different ELT models that stress more on cross-cultural communications instead of acquiring and approximating the native speaking standard.

China English in Global Englishes Context

Mufwene (1994) suggested labelling an institutionalised variety of English with a pre-modifying adjective (e.g., Malaysian English); however, for a performance variable such as "China English", a pre-modifying noun would be more appropriate. The term China English (CE) was initially proposed to refer to some English expressions unique to Chinese culture (Ge, 1980). It did not draw much attention at that time as the prominence of native speaker norms in ELT had denied English usage with Chinese characteristics. However, scholars who advocated CE asserted that English expressions with Chinese characteristics inevitably result when the English language encounters the Chinese language (Fang, 2019). Kirkpatrick (2007) also noted that CE might be an inevitable outcome in the future and would benefit Chinese EFL learners and users. Xu (2010) further elaborated on some potential benefits of incorporating CE in China's ELT, such as better addressing English learners' needs and raising their awareness of their Chinese identity.

In the earlier stage of CE research, low awareness of CE was commonly revealed. For example, the participants showed poor identification of China English in Hu's (2004) study, and only 15.5% of the participants acknowledged CE. As English developed in China, a higher level of students' awareness of CE (51.9%) was shown in He and Li's study (2009), and more than half of the participants (62.6%) in the study gave their support to the idea of incorporating features of CE in the ELT approaches. Students' acceptability of CE was also increased from 30.8% in Wang's study (2015) to 65% in Lu and Buripakdi (2020). The current study will further examine the Chinese learners' beliefs about China English and their attitudes toward the incorporation of CE in the current pedagogy.

Language Beliefs in Research

As a psychological construct, belief is an elusive concept. Pajares (1992) noted that beliefs "travel in disguise and often under an alias — attitudes, values, judgements, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions…to name but a few" (p. 309). In this study, belief is defined as a complex construct that converges other relevant constructs, such as perceptions, opinions, attitudes and ideologies.

As English extends its functions in various activities, studies of Global Englishes inevitably emerge, especially in contexts where people speak non-native English (Galloway, 2013; Pan & Block, 2011). Among these studies, learners' beliefs about English as a global lingua franca begin to receive more attention. Some studies showed learners' preference for native-speaker norms or native-speakerism, which reflected their ideology of Standard English (Fang & Ren, 2018; Wang, 2015). Some indicated a fact that the native-speaker norms had been playing an impeding role during students' acquaintance with varieties of English. Though ELF researchers have placed highlights on the fact that ownership of the English language no longer rests with native English speakers (Jenkins, 2012; Seidlhofer, 2011), learners in non-native speaking countries tend to maintain stereotypes of English as a monolithic entity and place ownership of English within the native-speaking countries (Galloway, 2013; He, 2015).

Many scholars applied themselves to investigate ways to eliminate the negative influence caused by the deep-rooted Standard English ideology (Fang & Ren, 2018; Lai, 2013; Xu, 2010). Xu (2010) found that English learners in mainland China believe that a "standardised" variety of English is more correct than other varieties; however, the learners agreed to include China English in the current ELT model. Fang and Ren (2018) suggested that ELT practitioners in China must be aware of the diverse needs and goals of students who use English in different contexts to echo the complexity of English's linguistic and cultural basis. In a study conducted in Taiwan, Lai (2013) found that 18 out of 20 student interviewees agreed with the idea that English is mainly for communication purposes, and they believed that the English language is shared by people who speak it instead of any native English-speaking group. After adopting GE into the English curriculum in a college in mainland China, Lu and Buripakdi (2020) suggested that by implementing a GE-informed pedagogy, students' GE awareness and self-confidence are raised. These ideas echoed Cook's (1999) argument that language instructors can have a better stance of acknowledging that English learners and users should have rights and options of their own instead of taking the native speaker norms as the top priority.

Learners' beliefs about Global Englishes and English learning have drawn much interest from scholars. Nevertheless, to further eliminate the limitations caused by Standard English ideology and encourage students to learn English to become multicompetent speakers but not an imitator of native speakers, more studies of GE in the Chinese context are expected to be contributed.

METHODOLOGY

To thoroughly understand the integrity of the study, this study employed mixed methods that integrated both quantitative and qualitative approaches using a questionnaire and semi-structured interviews.

Participants

The current study was conducted at a university located in north China. The participants in this study were 460 college students who majored in "English as a Foreign Language" at this university. This study adopted purposive sampling to collect data. The overwhelming majority of the participants were female students (n=426 or 92.6%), which reflected the typical gender proportion in English programs in

mainland China (Wei & Zhai, 2016). After completing the questionnaire, twelve students participated in the interviews voluntarily.

Instruments

The questionnaire of this study was mainly developed from the literature reviewed. This paper focused on 17 questionnaire items that investigated the learners' awareness of and beliefs about Standard English, China English, Global Englishes and English education. Each item was assessed through a 5-point Likert scale, with options ranging from "strongly agree" to "strongly disagree". A pilot study was conducted to predict any potential problems and to check the clarity of the statements in the questionnaire. Thus the validity and reliability of the study were ensured (Dörnyei, 2007).

Semi-structured interviews were conducted with students in the participants' mother tongue, Mandarin Chinese. The interviewer was open to transformations in sequences and question structures to look up interviewees' answers (Kvale, 1996).

Data Collection

Due to the inevitable obstacles imposed by the COVID-19 pandemic, a professional online data collection platform named Wenjuanxing was employed. The completion of the questionnaire largely took 15- 20 minutes. Colleagues at the institutions distributed the online questionnaire at the end of their classes and ensured the return rate.

Data Analysis

A descriptive analysis of the questionnaire responses was done to analyse quantitative data and answer the research questions. Meanwhile, thematic analysis was selected to interpret qualitative data as it could provide a rich, detailed, yet complex account of data that adequately answers the study research question (Braun & Clarke, 2006). To explore the content of the interviews, an inductive data-driven coding method was undertaken to generate themes within the data (Miles, Huberman & Saldaña, 2014).

FINDINGS

Questionnaire Findings

The main objective of this study is to investigate the beliefs held by Chinese EFL learners about Global Englishes and English education. The results are presented below in the form of descriptive statistics of items that concentrated on different themes (Tables 1–4). It must be noted that the figures in these tables are the percentages calculated out of the total number of participants.

Awareness of Varieties of English

To begin with, Table 1 presents the results of the participants' awareness of Global Englishes and varieties of English in China. According to Table 1, the result illustrates high awareness of different varieties of English in students' knowledge. A moderately general awareness of the term "Global Englishes" was indicated. However, in the students' response distribution, a high level of familiarity with "China English" (59.5%) was presented. The overwhelming acknowledgement of the varieties of English (88.9%) is noteworthy and forceful in further discussing students' beliefs about Global Englishes.

Table 1 Participants' awareness of varieties of English

Item	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean (1-5)	SD
1. I have heard the phrase "Global Englishes".	20.4	29.6	34.8	8.5	6.7	3.48	1.111
2. I have heard the phrase "China English".	26.7%	32.8	26.5	8.3	5.7	3.67	1.124
3. There are varieties of English around the world.	47.8	41.1	9.8	0.9	0.4	4.35	0.727

5=Strongly Agree; 4=Agree; 3=Neither Agree; 2=Disagree; 1=Strongly Disagree

Beliefs about Standard English

Table 2 presents the participants' perceptions of Standard English, including their views about the ownership of the English language, the correctness of varieties of English and the superiority of native English.

Table 2 Participants' Beliefs about Standard English

Item	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean (1-5)	SD
4. The true owners of the English language are from English-speaking countries (e.g., America, the United Kingdom, Australia, and New Zealand).	7.2	25.0	37.8	18	12	2.97	1.094
10. Good English language instruction should focus on preparing students to use only American or British English.	7.2	17.0	37.8	25.2	12.8	2.80	1.089
12. English varieties, such as British and American English, are more correct than English varieties such as Indian English, Singapore English or China English.	6.3	21.3	49.1	16.7	6.5	3.04	0.945
13. China English should be avoided because it is incorrect.	3.5%	17.2	42.0	28.0	9.3	2.77	0.957
16. I feel that non-native spoken English is inferior to native spoken English.	2.0%	15.2	43.0	27.0	12.0	2.68	0.938

5=Strongly Agree; 4=Agree; 3=Neither Agree; 2=Disagree; 1=Strongly Disagree

It can be seen from Table 2 that native English possessed a more authentic and legitimate status in the learners' beliefs; for example, the participants scored high on item 12, which suggests British and American English be more correct than non-native English (Mean=3.04). Nearly a third of the participants thought native speakers owned the English language (item 4; Mean=2.97). Notably, there was a proportion of 30% of the participants who did not agree with the ownership of native speakers. The results also revealed that only one-fifth of the learners believed China English should be avoided or removed from the classroom. A larger number of participants (37.3%) opposed the idea that China English is incorrect and unacceptable. Though many participants regarded native English as more correct (27.6%), 39% held an opposite attitude to the idea that non-native English is inferior to native English (see item 16). To sum up, even though the students held a relatively deep-rooted ideology of Standard English, the statistic presented higher acceptability of non-native varieties of English.

Beliefs about China English

Table 3 presents the results of the participants' beliefs about China English. It can be seen from Table 3 that, in expressing their attitudes toward Chinese accents while speaking English, nearly half of the participants (46.9%) agreed with item 5 that "it is fine to speak English with a Chinese accent as long as it does not impede communication" (Mean=3.33). However, 57.2% of participants disagreed with the idea that only China English can exactly express contents carrying features of Chinese culture (item 6). Furthermore, the results of item 7 showed a higher level of agreement with the idea that students should learn about special characteristics of CE (Mean=3.02). The need to incorporate China English into English pedagogy was therefore suggested.

Table 3 Participants' Beliefs about China's English

Item	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean (1-5)	SD
5. It is fine to speak English with a Chinese accent as long as it does not impede communication	15.4	31.5	30.2	16.5	6.3	3.33	1.114
6. Only China English can properly express ideas that are specific to Chinese culture.	2.6	8.0	32.2	37.4	19.8	2.36	0.973
7. Students should learn about the special characteristics of China English.	8.3	21.5	41.7	20.7	7.8	3.02	1.033

Beliefs about English Education

Items #8, 9, 11, 14, 15 and 17 concerned the learners' beliefs about China's English education. Table 4 presents the results of these items.

Table 4 Beliefs about English Education

Item	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean (1-5)	SD
8. Teachers who are native speakers of English should teach at my university.	18.9	32.2	37.4	6.3	5.2	3.53	1.034
9. My learning target is to speak English with an accent of a native speaker.	17.6	31.3	29.1	15.7	6.3	3.38	1.132
11. Good English language education should prepare students to communicate with people from all around the world.	42.4	43.7	12.8	0.7	0.4	4.27	0.739
14. The current English education in schools and universities in China is exam-oriented.	23.9	44.6	23.9	5.2	2.4	3.82	0.934
15. The English education I receive meets my expectations and needs.	5.4	32.8	44.3	14.6	2.8	3.23	0.867
17. English language programs should provide students with more exposure to different varieties of English.	22.4	46.7	27.8	2.6	0.4	3.88	0.795

5=Strongly Agree; 4=Agree; 3=Neither Agree; 2=Disagree; 1=Strongly Disagree

As Table 4 presents, over half of the learners (51.1%) agreed with the idea that native English speakers should teach at their universities. Regarding the participants' learning target, 48.9 percent of students agreed that they aimed to have an accent from native speakers while speaking English. One illuminating finding was revealed in items 11 and 17. These two items ideologically touched upon students' opinions about the forms of "English education". The results of item 11 illustrated a strongly held belief that English education is supposed to prepare learners to communicate with people from various contexts (Mean=4.27). The participants' responses to item 17 similarly revealed the learners' appeals for being more exposed to different varieties of English to achieve better mutual communication (Mean=3.88). At last, an exam-oriented teaching model in Chinese English teaching was highlighted in the responses of item 14 by the participants (Mean=3.82). The ELT model did not meet the learners' expectations and needs (item 15).

To summarise, the questionnaire results in overall present participants' acknowledgement and acceptability of varieties of English, supporting the existence and validity of the concepts of "Global Englishes" and "China English". The participants expressed that though English had been widely used in global communication, the English language education in China's universities was exam-oriented. As a result, an ideologically deep-rooted belief about Standard English was inevitably shaped and presented. The participants then put forward alternative ways for ELT, such as providing students with more exposure to varieties of English. The intense but contradictory opinions necessitate a further look into what the students say about English and English learning to understand the issues better. Therefore, the interview extracts below will further explore the students' beliefs.

Interview Results

After familiarising with data, generating initial code, searching, reviewing and defining themes, the findings are finally presented pertaining to four themes closely related to the research questions. Twelve extracts are shown to illustrate the students' language beliefs.

Awareness of China English and other varieties of English

Six (6) out of 12 students said they knew about the varieties of English in China, namely, China English, while the rest said they did not own knowledge of it. Awareness of other varieties of English was also indicated in the responses.

Extract 1
If "China English" refers to a kind of English that have cultural colour of China, then I know it. It is a bit like a proper noun. I have to admit that I still use China English when I do my writing. When I need to use English, I unconsciously use the type of English that carries Chinese features (Student 2).

Student 2 expressed her familiarity with and her customary use of CE. It is evident from her response that many cultural features of Chinese have been naturally amalgamated into English, which echoed an early and fundamental description of CE (Li, 1993) that CE is based on "normative English" as its core and expresses specific terms of Chinese society and culture (e.g., Chinese political terms). At the same time, seven out of twelve interviewees talked about their awareness of other varieties of English, such as Student 8.

Extract 2
There definitely exist varieties of English, such as American English and British English, that we are most familiar with. Oh… and Indian English, Japanese English. When people speak their variety, they tend to have a strong accent and pronunciation habits, just like dialects in China. (Student 8).

The response of Student 8 revealed a general awareness of different varieties of the English language. And it seems that some English learners in China have recognised the legitimacy and rightfulness of varieties of English.

Status of Standard English

Although the participants expressed their acceptability toward GE, they seemed to have a higher evaluation of Standard English. It represents a contradiction in terms of beliefs and practice, as shown in the following extracts.

Extract 3
Though it is bad to say that the English spoken by someone is incorrect, I have to say that, in my view, British English is always the most "correct" and "Standard". When I was in junior high school, senior high school, and even now, I am in college, my friends and teachers always take the "nativelikeness" as the top priority. Classmates who can speak British English or American English fluently always get the most compliments from our teachers (Student 11).

Extract 3 revealed how the students developed their beliefs about the correctness and priority of standard English; for example, through the messages they received in the classroom. Obviously, learners' ideology of the English language is formed through the long-term learning process. Notably, language instructors' comments in classrooms contributed to the "indisputable" correctness of native English in students' language beliefs to a great extent, according to the response of student 11. Some students gave quite distinct opinions on this issue.

Extract 4
We cannot say that a variety of English is incorrect because language is regional, and it is used to convey information. If the information someone conveys could be understandable and the purpose of communication could be achieved, then this kind of English is working successfully (Student 8).

Different from Student 11, the correctness of varieties of English was revealed in the belief of Student 8. This extract also emphasised the beliefs about the rationality of English.

Extract 5
I used to regard English as belonging to Britain, but as globalisation accelerates, now I think anyone who uses English owns this language (Student 3).

Concerning the ownership of English, diverse opinions were presented. Several interviewees thought that the English language belonged to Britain. Yet, from a functional point of view, more students believed that the English language is owned by its users from all language groups, as Student 3 expressed.

Extract 6
When I speak English with others, I want them to recognise me as a native speaker. We are always told to aspire to be native-like when learning English in the classrooms by the instructors. And a native speaker' accent is fascinating, isn't it? (Student 5).

It should be noted that more interviewees preferred to be identified as native speakers while speaking English, just as Extract 6 presents. Such responses reflected that it is "nativelikeness" that led to

students' willingness to be identified as native speakers. Only 4 out of 12 interviewees would like to be identified as Chinese when speaking English.

Evaluation of CE and CE-incorporated Pedagogy

When asked students' thoughts about their accents, most were reluctant to show their Chinese accents while speaking English. Speaking of the idea of incorporating CE into ELT, 10 out of 12 students showed their desire to participate in English programs that have CE taught.

Extract 7

I feel a little uncomfortable hearing someone speak English with a strong Chinese accent. I have a Chinese accent, and I never feel satisfied with it. I am always telling myself to practice more so that I can talk with a perfect English accent…After so many years of practice, I will fail in English learning if I still have an obvious Chinese accent while speaking English (Student 12).

Notably, quite a few students were less tolerant of a CE accent. They would use serious words such as "fail in English learning" to express negative attitudes toward their accents and their desire for a Standard English accent. On the other hand, some showed positive attitudes toward incorporating CE into the pedagogy.

Extract 8

In my opinion, it is necessary to learn expressions of China English. We need to raise our confidence in communicating in English with people around the world. Learning China English can not only "import" the awareness of globalisation but also "export" Chinese culture to the world. Imagine the scene in that one day we introduce the typical characteristics of Chinese traditional culture to foreign friends, of course, we need the knowledge of China English, such as Guasha and fengshui (Student 10).

Extract 8 introduced several expressions of CE. It showed students' willingness to learn CE from a perspective of cultural exchange. Extracts above illustrated a contradiction between the student's unwillingness to have a Chinese accent and willingness to learn China English. The emphasis on achieving the proficiency of a native speaker in the classroom might result in such contradiction among language beliefs.

Attitudes toward English Education

The students generally exhibited relatively negative attitudes toward China's English education. They also held diverse opinions on native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). Their expectations of and needs for English learning were further explained.

Extract 9

Honestly, I am not satisfied with English education today; as you know, it is exam-oriented. The curriculum is always designed to increase our ability to pass an exam. I found nowhere to practice oral English (Student 10).

Extract 10 mainly highlighted that the learners' expectations of English education were not really met, appealing to alternative models of English teaching.

Extract 10

Of course, I prefer native English-speaking teachers to teach me as I aim to speak English like they do (Student 6).

Extract 11

I prefer a Chinese teacher to teach me because they can better impart knowledge to us and help us highlight key information (Student 1).

Extract 11 and 12 presented opposite views on NESTs and NNESTs, which reflected the implications of language ideology would have on students' learning.

Extract 12

If the university sets up a course about non-native English, I am certainly willing to attend. I always think we need to be exposed to more varieties of English. Exposure to Global Englishes will be beneficial to our English learning (Student 9).

Another example is that some students would like to have more exposure to different varieties of English to improve their English learning and to obtain higher global awareness. To sum up, the results of qualitative data analysis gave a better explanation of the questionnaire results and provided a further understanding of the students' language beliefs.

DISCUSSION AND PEDAGOGICAL IMPLICATIONS

As being aware of GE could enable learners to understand linguistic diversity from a multilingual perspective (Rose et al., 2020), the first research question of this study examines to what extent mainland Chinese EFL learners are aware of Global Englishes. The results showed significantly increased awareness of GE in students' knowledge compared to previous studies (Hu, 2004; He & Li, 2009). This finding is consistent with that of Lu and Buripakdi's study (2020), in which more than half participants expressed their awareness of different varieties of English. On the other hand, like what Liu et al. (2021) found in their research, a widely developed CE awareness is also presented in this study. Though both awareness of GE and CE are increased, the lower awareness of GE than Standard English remarkably proclaims the need for further research to develop students' awareness of other varieties of English.

When it comes to the focus of the second research question — students' beliefs about Standard English, the findings of this study reflect a dominant ideology of Standard English and provide empirical support to a proposition advanced in other studies (Kirkpatrick & Xu, 2002; Lai, 2013; Tokumoto & Shibata, 2011; Zheng, 2013). To give an example, Zheng (2013) discovered that students' beliefs about Standard English, especially their pursuit of native-speakerism (active or compelled), would reflect in their language ideology. The findings in this study also present students' developed sense of ownership of English. The statistic indicates that many students rejection of the idea that English belongs to native speakers. These findings are consistent with Lai's (2013) study, where students acknowledged that English is a global language and that people who used it would own it.

It is evident that native English possesses a more authentic and legitimate status in learners' beliefs. This finding corresponded to Tokumoto and Shibata's research (2011) to a great extent, in which students showed a strikingly strong desire to be identified as native speakers when using English. Similarly, Kirkpatrick and Xu (2002) found that only 30 out of the total 171 students would like to be identified as Chinese when speaking English. However, the current study additionally presents an increased acceptability of local-accented English. Nevertheless, These findings illustrate Standard English's superiority in students' beliefs, and the nativelikeness pursued inevitably reduces the students' confidence and motivation to use English.

Research question 3 aims to explore Chinese EFL learners' beliefs about China English. It is interesting to see that the participants expressed considerable recognition and acceptance of China English. This finding much differs from several studies that largely revealed negative attitudes toward CE (Fang, 2019; He & Li, 2009; Wang, 2015). The student's willingness to use China English as a tool to "import" global awareness and "export" Chinese cultural features demonstrates that applying China English to the ELT model can improve their communication ability and enhance their cultural self-confidence. Such perception is contrary to the findings in Wei's (2016) study in which English learners in China tend to use English as a tool for communication primarily with only native English speakers rather than an instrument serving as a true world language. The study also discovered students' willingness to embrace the incorporation of CE into traditional teaching materials to improve international communication and proceed with cultural exchanges. It is largely compatible with Pan et al. (2021), where the respondents approved acquiring characteristics of CE in addition to Standard English in the college English curriculum. It is not difficult to see these changes in Chinese EFL learners' beliefs about CE in recent decades. Such changes further give empirical support to the influence of globalisation on language learners' beliefs, as language beliefs are proposed as "individual subjective understandings" and influenced by social-political contexts (Wenden, 1998, p. 517).

Concerning research question 4, the participants expressed internal conflict within their beliefs about English education when their responses were analysed. The findings show the participants' strong desire to achieve nativelikeness and their overwhelmingly high level of agreement with the idea that ELT in China should pay more attention to improving L2 learners' ability to communicate effectively with global communities. More exposure to different varieties of English should be provided so that they can understand the international usage of English. Similarly, in Lu and Buripakdi's study (2020), students underlined the importance of fostering their capacity to understand

that English is spoken worldwide. The ideological conflict between the students' desire to achieve nativelikeness and pursue global communications reflected in this study demonstrated their unmet needs. However, the existing ELT model could not help students eliminate this ideological contradiction. Such results echoed Pan and Block's (2011) finding that students held a belief that tertiary English education in China is exam-oriented since CET 4 (The College English Test Band 4) served as an important tool that measures the quality of English teaching and learning. This led to a phenomenon that "Chinese students tend to be very good at grammar-based written exams; however, they are by no means good speakers, and they are often reticent learners who lack the willingness to communicate verbally" (Wen & Clément, 2003, p. 18).

The findings imply that English education in China does not attach importance to how English is used in various contexts but still regards the traditional native speaker norms as the benchmark. Evolutions in ELT should keep pace with the changes in learners' beliefs to develop social and cultural language awareness and boost communicative competence. Such an idea has supported the assertion of Galloway and Rose (2018) that learners' awareness of GE would be growing, and the requirements for ELT would also change with globalisation.

CONCLUSION

This paper reports on college students' beliefs about GE and English learning. It contributes to the literature on GE studies in certain ways. In this study, the concept of Global Englishes constantly challenges the ideology of Standard English and attempts to mitigate the effect of Standard English ideology on learners in non-native English-speaking countries. In addition, this study empirically supports the application of the mixed methods approach in investigating learners' beliefs in a GE context. This approach is proven to empower the researchers to conduct a more comprehensive and rigorous exploration of language learners' beliefs.

Yet, this study has several limitations. First, this study focused on tertiary students only. Further studies should investigate language beliefs held by younger groups of English learners. In addition, the current study focused exclusively on students in a northern university in mainland China, so the results might not be generalisable to other English learners in different contexts. Future studies are expected to expand the investigation of language beliefs to other Chinese universities. At last, it is hoped that stakeholders' beliefs about GE- and CE-oriented teaching models and obstacles in implementing such pedagogy in practice can be explored for future ELT reforms in various contexts.

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